

SS Peter and Paul Catholic Primary School



Art and Design Policy

**Together with the Spirit
we will create an oasis
where every child matters**

Art and Design Policy

Introduction

In our school community, at SS Peter and Paul RC Primary School, every individual is respected, valued and nurtured; we share a belief about every child's ability to exceed their dreams.

We teach children to love life, themselves and the world around them. Through learning we foster curiosity, perseverance and resilience.

We believe that our attributes are not fixed; that our abilities and intelligence can grow through engagement, effort and by embracing challenges.

Subject Statement

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists, makers and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

Aims and objectives

These aims are intended for all children in school. How they are implemented will depend upon the age and ability of the children.

- To provide children with opportunities to express themselves confidently in emotional terms through their art experiences.
- To provide children with the opportunity to have an enriched experience of the visual and tactile world in which they live.
- To ensure the children learn a range of pertinent skills so that they develop an expertise in using both materials and equipment, therefore enabling the realisation of their ideas.
- To develop the children's patience and persistence to realise their ideas and to recognise the possibility of making mistakes without the feeling of a sense of failure.
- To develop an understanding of the work of artists, makers and designers from their own and other cultures and to apply this knowledge to their own work.
- To develop the children's capabilities in ICT by working with digital art forms.
- To involve children in learning an artistic visual vocabulary so that their expertise in the application of visual perception and in communicating visually is increased.

Teaching and Learning including Planning and Organisation

The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

At SS Peter and Paul Catholic Primary our curriculum plan is based on the National Curriculum for Art and Design. It has been written in conjunction with both Primary and Secondary colleagues in the Bishop Chadwick Catholic Educational Trust (BCCET).

To ensure high standards of teaching and learning in art and design, we follow a whole school progression map which outlines the development of skills from EYFS to KS2. Each year group follow toolkits to guide their lesson planning and to ensure there is breadth and depth to the curriculum.

Art and design is taught as two units of work over the year, each lasting 10 hours. 1 hour lessons, taught every other week, focusing on knowledge and skills stated in the National Curriculum. This ensures that the children are exposed to a variety of techniques and differing media through a range of experiences including drawing, digital media, painting, printing, textiles, 3-D sculpture and collage.

Visitors, trips and extra-curricular provision

- Over the year children have the opportunity to visit art galleries to enrich their understanding of the work of artists, makers and designers.
 - Laing Art Gallery, Glass Centre,
- They also have the opportunity to work with professional artists in school.
- Opportunities have been provided for children to exhibit their work in the community.
- Taking part in the 'Take One Picture' programme with The National Gallery
- Children's work is shown on the online gallery on the school website.

The Curriculum

The Foundation Stage

Expressive arts and design is one of the seven areas of the early years foundation stage and is used to develop a child's imagination, creativity and their ability to use media and materials. Children do this in a range of ways including singing songs and making music, dancing, playing with colours, textures and design.

Three and Four-Year-Olds

Explore different materials freely, in order to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

Explore colour and colour mixing.

Reception

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

ELG

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used

The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses.

The activities that they take part in are imaginative and enjoyable.

Key stage 1

Pupils should be taught:

to use a range of materials creatively to design and make products

to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

to create sketch books to record their observations and use them to review and revisit ideas

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

about great artists, architects and designers in history

Assessment, Recording and Reporting

Through the explicit teaching of Art skills, both the teachers and the pupils assess their learning continuously throughout the lesson. Our assessment systems enable teachers to make informed judgements about the depth of their learning and the progress they have made over time.

Art is monitored throughout all year groups using a variety of strategies such as sampling of sketch books, lesson observations and pupil interviews.

Inclusion including meeting the needs of SEND pupils and children entitled to PP funding

We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

Resources

We have a wide range of resources to support the teaching of art and design across the school. All our classrooms have a range of basic resources. A wide range of mark-making implements and more specialised equipment is stored in the central resource room.

Health and Safety

Any activities that pose a risk to the wellbeing of children will be subject to a risk assessment.

Roles and Responsibilities

The roles and responsibilities of the art and design subject leader are:

- to monitor and evaluate the teaching of art and design;
- to report to the Head Teacher and governors as requested;
- to create links with arts organisations and artists in the community;
- to organise whole-school events;
- to update the online art gallery.

The Class Teacher will be responsible for the teaching of Art and Design as set out in this policy.

Monitoring and Evaluation

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the art and design subject leader. The work of the subject leader also involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The art and design subject leader compiles an annual action plan that evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

They report to governors as requested and liaise with the curriculum lead.

Written by: Mrs J Parker

Date of next Review: October 2024